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Innovations in RN to BSN Education through Inter-Professional Partnership

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INNOVATIONS IN RN TO BSN EDUCATION THROUGH INTERPROFESSIONAL PARTNERSHIP

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MONTCLAIR STATE UNIVERSITY
LEARNING OBJECTIVES

• DESCRIBE A HYBRID EDUCATION MODEL FOR RN TO BSN STUDENTS
• IDENTIFY AN INTER-PROFESSIONAL COLLABORATION FOR RN TO BSN EDUCATION
• EXPLORE THE ROLES OF THE NURSING FACULTY, INSTRUCTIONAL DESIGNERS, INFORMATION TECHNOLOGY, AND STUDENTS IN THE MODEL
OLD DOGS LEARNING NEW TRICKS

• THIS IS THE TITLE I THINK APPLIES TO THIS PROCESS
THE MISSION OF THE NEW MONTCLAIR STATE UNIVERSITY SCHOOL OF NURSING IS TO PREPARE REGISTERED NURSES EMPOWERED TO ENGAGE IN INNOVATIVECollaboration with consumers and stakeholders to develop, implement, and evaluate compassionate, coordinated health care services for diverse populations (STUDENT HANDBOOK, 2016).
BACKGROUND

• THE DEVELOPMENT OF AN INTER-PROFESSIONAL PARTNERSHIP AMONG
  • NURSING FACULTY
  • INSTRUCTIONAL DESIGNERS
  • STUDENTS
• DESIGNED TO MEET THE NEEDS OF WORKING ADULTS WITH MULTIPLE RESPONSIBILITIES
• BASED ON A HYBRID MODEL, E-LMS, & FLIPPED CLASSROOM
GOAL

- AMONG RN TO BSN STUDENTS
- IDENTIFY MODEL AND METHODS THAT BEST PROMOTE
  - CRITICAL THINKING
  - ETHICAL BEHAVIOR
  - INFORMED CITIZENSHIP
- READILY APPLIED TO THE PRACTICE ARENA

School of Nursing Faculty

Instructional Designers

Information technology

Students
DESCRIPTION OF THE CHALLENGE

- RECOGNITION
  - RN TO BSN STUDENTS HAVE MANY OPTIONS FOR DEGREE COMPLETION.
    - ONLINE, HYBRID, AND FACE TO FACE MODELS
  - EVERY LEARNER HAS UNIQUE NEEDS
  - EVERY PROGRAM MODEL DOES NOT FIT THE STUDENT’S PREFERRED LEARNING STYLE.
- THESE FACTORS MAY IMPACT STUDENTS’ DECISIONS TO RETURN TO SCHOOL
- STUDENTS MAY STILL BE UNABLE TO COMPLETE THE DEGREE.
A NEW BRIDGE IS BUILT
OR NEW DOG TRAINING TECHNIQUES ARE EMPLOYED
PROGRAM DESCRIPTION

• HYBRID FORMAT
  • ELECTRONIC LMS ASSIGNMENTS
  • MONTHLY IN PERSON MEETINGS
  • PROVIDES LEARNERS INDEPENDENT AND INTERACTIVE LEARNING MODELS

• FLIPPED CLASSROOM
  • FACILITATES LEADERSHIP CAPACITY
  • EXPANDS COMMUNICATION SKILLS
  • PROMOTES INTERACTION AMONG STUDENTS
PARTNERS

- NURSING FACULTY
  - CONTENT EXPERTS
- INSTRUCTIONAL DESIGNERS
  - EXPERTS IN ANDRAGOGY/PEDAGOGY
  - NAVIGATION OF THE LMS
- INFORMATION TECHNOLOGY
  - LMS AND INSTRUCTIONAL NETWORK SUPPORT
- STUDENTS
  - GOAL ORIENTED ADULT LEARNERS
  - ENGAGE IN MATERIAL USE
  - PROVIDE FEEDBACK
THE FACULTY – “OLD DOGS”

• DNP & PHD PREPARED FACULTY WITH
  • CLINICAL EXPERTISE IN AREA OF INSTRUCTION
  • NURSING CONTENT KNOWLEDGE
  • EXPERIENCE IN NURSING EDUCATION
INSTRUCTIONAL DESIGNERS

- EXPERTISE IN PEDAGOGY / ANDRAOGGY
- LMS SYSTEMS & DESIGN
- PROVIDE ASSISTANCE IN FACE TO FACE & ONLINE CLASSROOM SETTINGS
- “TRAINERS” OF THE “OLD DOGS”
INFORMATION TECHNOLOGY

- Offer online, phone and face to face support
- Assist in patching education information into LMS
- Work collaboratively with instructional designers
- Support the work of the “Old Dogs & The Trainers”
STUDENTS

- DIPLOMA, ASSOCIATE DEGREE, AND NON-NURSING BS PROGRAMS
- NEW GRADUATES
- 20-30+ YEARS EXPERIENCE
- DIRECT CARE, ADMINISTRATORS, QUALITY IMPROVEMENT, EDUCATION
INSTRUCTIONAL DESIGN PARTNERSHIP

Nursing faculty

Students

Instructional designers

Information technology
EVALUATION

- Quantitative and Qualitative Feedback from All Participants
- Satisfying and Engaging Experience for All Partners
- Necessary for Accreditation in Nursing by The State Board of Nursing & American Association of Colleges of Nursing
OUTCOMES

• A MULTISENSORY EXPERIENTIAL LEARNING ENVIRONMENT

• REAL WORLD EXPERIENCES SERVE AS A BASIS FOR APPLICATION OF THEORY IN A FLIPPED CLASSROOM ENVIRONMENT.

• HIGH LEVEL OF STUDENT ENGAGEMENT

• NETWORKING OPPORTUNITIES
OUTCOMES

• STUDENTS ARE ABLE TO IMMEDIATELY APPLY CONTENT TO WORK ENVIRONMENT

• THIS OUTCOME IS ALIGNED WITH
  • AACN BACCALAUREATE ESSENTIALS (2008)
  • QSEN (2014)
  • ANA STANDARDS OF PRACTICE (2015)
  • MAGNET GUIDELINES
QUESTIONS
CONTACT INFORMATION...

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